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ABSTRACT

Discussed is the design and development of a physical education curriculum, incorporating principles discussed in the "Basic Stuff" physical education series. Four tasks are suggested for planning the curriculum: (1) develop a unit for activity instruction, where the concepts inherent in the sport or activity skills may be identified; (2) develop a unit around a global concept (such as "balance" or "life safety skills"); (3) develop disciplinary units to be taught to students in various grades; and (4) use the "Basic Stuff" format as the organizing center for curriculum construction. Attachments present model curriculum designs which contain: (1) statement of global goal; (2) learning goals; (3) concepts of the activity; (4) student activities; (5) classification of general principles inherent in the activity; and (6) terminal behavioral objectives. The models are for instruction in volleyball, organizing central balance, motor learning, life safety skills, and swimming. (JD)

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DEVELOPING MORE EFFECTIVE CURRICULUM VIA BASIC STUFF

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Curriculum theory in general education has wandered through so many schools of thought that it lead Beauchamp (1983) as a student and influencer of curriculum theory, to the conclusion that " despite the hundreds of pages that have been written on the subject, there appears to be no well developed curriculum theory" (p. 25). So it is as well in physical education.

The question of what should the curriculum do has to be answered in relation to the definition or purpose of schooling. Throughout the years this definition has ranged from pure knowledge, to vocational competency, to social development, and now seems to be returning to the basics as per The Paideia Proposal which states "the ultimate goal of the educational process is to help human beings become educated persons"(Adler, 1982, p. 10). Whatever that means. He does offer a model as to how this is to be done which includes three kinds of learning and teaching and relegates non-essentials to extra curricular activities, and negates vocational education. Who defines schooling?

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Are the curriculum scholars the motivating forces or do they develop theory to accommodate the direction that other forces set for schools? Impact situations can be identified that turn the focus to current situation. Witness the effects economy, war, sputnik, technology, and/or politics has had on changing the purposes of schooling. Given the fickleness of public desires, school curriculum rides the ground swells.

Currently schooling is back to basics, computor literacy, and competency outcomes. In this dire economy schools are looking to determine what is essential and to be able to quantify the quality of the offerings. Even though the general public has physical fitness awareness, we see the erosion of school physical education. Its fate is dependent upon how well its process and product conforms to the purpose of schooling.

Although physical education fares fairly well in Adler's Proposal, still it remains as an auxiliary study and he excludes it from homework requirements. To what extend his model will be implemented,or for how long remains to be seen. But his proposal, as well as other schools of thought, are something to keep in mind as we prepare prospective physical education teachers. Questions of which school of thought is right and which is wrong, or whether or not all the proposals are mutually exclusive or are cooperative, rests in the mind of the curriculum designer.

In making any curriculum decisions the designer's values or political set comes into play. English (1983) quotes Macdonald

stating that, "It makes a considerable difference in curriculum decisions whether one is a behaviorist, a gestaltist, a pyschoanalyst, or a third force psychologist (self-realization)" (p. 8).

To date no formal attempt to develop through consensus a curriculum model complete with ideological, technical, and operational determinations has occurred in physical education. However, pockets of activity have occurred throughout the years with various models put forth.

Physical education curriculum ideology has vacillated through the years paralleling general education curriculum goals which often matched the goals of schooling. According to the publication, The Objectives of the American Physical Education Association 1885-1927 (1927), the

> first twenty years of the Association the emphasis in the Conventions was placed upon "Systems." The child was secondary, the scheme of education first, in physical education as in general education. About this time (1907) certain leaders in physical education, notably Dr. Luther Halsey Gulick and Dr. Henry S. Curtis, became interested in child study. They began to question the value of "systems," and came to realize that the needs of the child should take precedence over any educational scheme (p. 7).

Of course, whenever war was eminent fitness was the goal. Then came the dilemma of "education of or through the physical." Oberteuffer and Ulrich (1962) wrote that, "Personal development for social usage becomes the master criterion applied to selection of activities, to the way they

are taught, and to an orientation of the value of their outcomes" (p. 286-287).

Currently we have models proposed that focus on activities, play, socialization, disciplinary knowledge, fitness, purposes, or concepts, to name but a few. For the curriculum course professor charged with educating the students in the art and science of curriculum design and evaluation, it becomes an awesome task to sift through the models and help the students appreciate the discreteness or interdependence of them. It is no wonder that the actual curriculum designers; the public school practitioners; often resort to hodge podge.

What has been written above is prologue to the topic of this article, "Using Basic Stuff in Curriculum Design." Fully recognizing the multitude of models, students should be introduced to many of them. However, since curriculum design is fought with personal values, one can not help but further the acceptance of the model that most reflects one's values and internalized purposes of schooling. If, as Adler suggests, schools have been guilty of an "absence of intellectual stimulation and a failure to challenge students" (Adler, 1982, 36) then, perhaps, physical education is more guilty in both intellectual and physical challenge.

The utilization of concepts in the curriculum course is an attempt to have the students see the link between the disciplinary knowledge. Also for the direction of technical

issues relative to questions of design and for operational issues to define objectives.

Students often come to the curriculum class having acquired content from various courses and have processed the content of each as independent entities. The relationship of this knowledge as facts unto themselves and this knowledge as a guidance for action is often nil. Smith (1983) states:

> Teachers who acquire information from academic courses without recognizing and understanding the different forms of knowledge are handicapped in the delivery of instruction, for the forms of knowledge - concepts, causes, effects, procedures, values, rules, and facts - are precisely the objects of instruction and each form requires its own mode of teaching. (p. 35)

Taba (1962) suggests that:

> A design (of curriculum) should, and usually does, convey an idea of how it deals with major issues of organization; what centers are used for organizing curriculum experience, what the concept of scope is and how to determine an adequate scope, what provisions are made for sequence of content and of learning experiences, and how to handle the integration of knowledge (p. 307).

Concepts are used to help as the integrating elements of knowledge which give purpose as well as process to the exercises. It is used to help raise consciousness that a framework is necessary to make a valid decision as to how content is chosen which is congruent to one's beliefs or, perhaps, to

what the school expects of its curriculum. This writer used this theme long before Basic Stuff was published. But with its presence now it makes the job easier.

The Basic Stuff can be used in at least four ways. The first project the students are to complete is to develop a unit for activity instruction wherein they identify the concepts inherent in the sport or activity skills. They then identify the learning activities which will help the student learn the concept as well the skill. Learning is in all three domains; cognitive, psychomotor, and affective. The concept selected is the same for the cognitive and psychomotor domain. However, the concepts for the affective domain often comes from psychology or sociology and gives direction for the conditions underwhich the learning activities take place. Since a concept exists which states that involvement in learning can take place at various levels, the students must place the learning experience at the desired taxonomy level. It should be noted that the objectives also reflect the concepts as they become an integral part of students' learning. The examples offered are abbreviated representative units which students at the University of Illinois at Chicago prepared for their class assignments. Figure 1 is an abbreviated example of such a unit; in this case Volleyball.

The second task the student does is to develop a unit around a global concept. The same format is followed. Figure 2 illustrates a conceptual unit for Balance. Figure 3 shows how con-

cepts can help develop new courses such as Life Safety Skills.

The third task is to develop disciplinary units to be taught to students in various grades. A course in Motor Learning for junior high school students is shown in Figure 4.

The fourth task is to use the Basic Stuff format as the organizing centers for curriculum construction. Historically, curricular activities or sport have been categorized as Team Sports, Individual sports, Rhythms, Gymnastics, and Aquatics. This generally utilizes, a social motive (Team and Individual Sport) combined with movement qualities (Rhythms) or types of equipment or medium for activity such as (Gymnastics, Aquatics). I believe this categorization is limiting to the selection of activities which could constitute physical education. It lends itself to sport education, which to me is only part of the physical education curriculum.

Various organizing centers can be chosen such as the purposes of physical activity proposed by Jewett and Mullen (1977) or Kenyon (1968), the disciplines of Physical Education, or the nature of the elements in activities.

However, I find using the six suggested purposes or student motives for organizing the curriculum helps the student to see activities as more than achievement of a skill, yet not to diminish the importance of skill, and also opens the door to devise courses of study with a life utility focus, rather than only sport outcomes. Figure 5 represents curriculum offerings

based on the Basic Stuff purposes for participation. This concept can also be used to develop the dimensions of a unit. Swimming and Dance units are shown in Figure 6 which uses the purposes as content areas.

It is hoped that these exercises help the students integrate the body of knowledge into the process of instruction and content decisions for product determination.

Each of these examples is abbreviated and only suggestive of ways to incorporate Basic Stuff in curriculum decision making, creating new courses, and focusing upon the concepts underlying human movement.

It is time to be innovative. Physical education must be brought into the full range of its potential, if it is to survive in the emerging definitions of schooling and Basic Stuff can help.

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FIGURE 1

VOLLEYBALL/OBJECT RECEPTION/PROJECTION

GLOBAL GOAL: TO ENHANCE FORMS OF PHYSICAL SKILL IN THE GAME OF VOLLEYBALL AND TO TEACH THE UNDERLYING PRINCIPLES AND CONCEPTS OF OBJECT PROJECTION/RECEPTION SO THE STUDENT WILL BE MOTIVATED AND ABLE TO EFFECTIVELY PARTICIPATE IN THE LIFETIME SPORT OF VOLLEYBALL AND THUS LEAD AN ACTIVE AND ENJOYABLE LIFE.

LEARNING GOALS: THE STUDENT WILL:

1. DEVELOP PHYSICAL FITNESS COMPETENCY TO PLAY VOLLEYBALL SAFELY.
2. UNDERSTAND THE ABSORPTION CONCEPT IN REFERENCE TO THE LARGE, FLAT SURFACE OF THE FOREARMS IN THE FOREARM PASS.
3. DEMONSTRATE THE KNOWLEDGE OF THE PRINCIPLE OF SPIN BY EXECUTING THE DOWNBALL SPIKE IN A GAME SITUATION.
4. PERFORM BUMPING, SPIKING, SETTING, AND SERVING DRILLS TO IMPROVE ON THEIR OBJECT PROJECTION/RECEPTION.
5. UNDERSTAND THE PROPER ANGLE FOR THE ARMS IN THE FOREARM PASS IN ORDER TO PROJECT THE BALL UP LONG ENOUGH FOR THE SETTER TO MOVE UNDER IT.
6. BE ABLE TO ANALYZE AND EXPLAIN WHY THE SPIN RESULTED IN RELATION TO THE APPLICATION OF FORCE.
7. WILL EXPERIENCE SUCCESS IN THE GAME OF VOLLEYBALL BECAUSE OF THEIR ABILITY TO UNDERSTAND AND APPLY THE PRINCIPLES OF FORCE PRODUCTION.
8. LEARN THAT COOPERATING AND SHARING WITH OTHERS HELPS THEM GET TO KNOW OTHERS BETTER, APPRECIATE INDIVIDUAL EFFORT, AND HAVE MORE FUN.
9. PARTICIPATE IN A ROUND-ROBIN TOURNAMENT UTILIZING THE SKILLS LEARNED.

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
1. TO LESSEN REBOUND, INCREASE THE SIZE OF THE RECEIVING AREA AND GIVE WITH THE CONTACT.	1.1 TEACHER EXPLAINS AND DEMONSTRATES PROPER HAND, ARM, AND BODY POSITION USED IN THE FOREARM PASS.	COGNITIVE KNOWLEDGE	THE STUDENT WILL BE ABLE TO: 1.1 WHEN ASKED CAN EXPLAIN THE PROCESS OF LESSENING REBOUND WITH 90% ACCURACY.
	STUDENT WILL: 1.2 EXPERIMENT WITH HITTING THE BALL WITH VARIOUS SIZED SURFACE AREAS AND AMOUNT OF GIVE ON CONTACT.	PSYCHOMOTOR VARYING	1.2 EXECUTE THE MOST EFFECTIVE METHOD FOR CLEAN BUMPS 95% OF THE TIME.
	1.3 RECEIVE HARD DRIVEN SPIKES WITH A FOREARM PASS.		1.3 ADAPT RECEPTION TO SUCCESSFULLY RETURN 6 OUT OF 10 HARD DRIVEN SPIKES WITHOUT A DOUBLE HIT 60% OF THE TIME.
2. THE ANGLE OF PROJECTION INFLUENCES THE TIME THE OBJECT WILL BE AIRBORNE.	2.1 EXPERIMENT WITH VARIOUS ANGLES OF PROJECTION TO DETERMINE OF TIME THE BALL WILL BE AIRBORNE.	COGNITIVE 2.1	2.1 ANALYZE WHICH ANGLES WILL BE USED FOR A BUMP TO PARTNER AND A SPIKE 90% OF THE TIME.
		2.2 PSYCHOMOTOR PATTERNING	2.2 DEMONSTRATE IN A DRILL THE CORRECT ANGLE OF PROJECTION FOR A BUMP AND SPIKE WITH 90% ACCURACY.
3. THE PROJECTION VELOCITY INFLUENCES THE DISTANCE THE OBJECT WILL TRAVEL.	3.1 HIT SERVES FROM THE SERVICE AREA CAUSING THE BALL TO LAND NEAR OPPONENTS' BASELINE. HIT DINKS AT THE NET.	COGNITIVE 3.1 COMPREHENSION	3.1 DIFFERENTIATE THE DEGREE OF VELOCITY NEEDED TO IMPART FORCE TO ACCURATELY ACCOMPLISH THE TASK WITH 90% ACCURACY WHEN ASKED.
		PSYCHOMOTOR 3.2 ADAPTING	3.2 ADAPT FORCE VELOCITY WHEN EXECUTING THE SERVE AND DINK TO DEMONSTRATE ACCURACY IN EXECUTION 75% OF THE TIME.
4. SPIN RESULTS WHEN FORCE IS APPLIED OFF CENTER OF THE OBJECT.	4.1 TEACHER WILL EXPLAIN AND DEMONSTRATE THE EFFECT OF TOP SPIN ON A DOWN BALL.	COGNITIVE 4.1 COMPREHENSION	4.1 WHEN ASKED IDENTIFY THE EFFECTS OF TOP SPIN ON THE DIFFICULTY FOR RECEPTION WITH 90% ACCURACY.
	4.2 STUDENT WILL: PARTNER HOLD BALL OVER HITTER'S HEAD. HITTER HITS BALL OUT OF HOLDER'S HAND AT VARIOUS POINTS OF CONTACT. OBSERVE EFFECT ON BALL AS IT HITS THE WALL OR FLOOR.	PSYCHO-MOTOR 4.2 REFINING	4.2 WHEN ASKED THE STUDENT CAN APPLY TOP SPIN, SIDE SPIN OR BACKWARD SPIN ON THE BALL 55% OF THE TRIES.

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
5. PRACTICE METHODS MUST BE APPROPRIATE FOR THE SKILL TO BE LEARNED.	5.1 STUDENTS WILL PRACTICE SKILLS UNDER VARIABLE DIVERSIFIED GAME-LIKE SITUATIONS.	PSYCHOMOTOR 5.1 CREATIVE MOVEMENT (IMPROVISING)	5.1 IMPROVISE THE MOVEMENT TO MATCH THE SITUATION OF THE MOMENT WITH ACCURACY 85% OF THE TIME.
		COGNITIVE 5.1 APPLICATION	5.1 ANALYZE WHEN TO REACT WHEN PRESENTED WITH SIMULATED SITUATIONS.
6. FATIGUE IS MINIMIZED THROUGH FITNESS.	6.1 ENGAGE IN FLEXIBILITY, AGILITY, AND STRENGTH EXERCISES TO TONE AND CONDITION THE BODY.	PSYCHOMOTOR 6.1 PATTERNING	6.1 PERFORM EXERCISES NECESSARY FOR BODY REQUIREMENTS IN VOLLEYBALL PLAY AS WELL AS FOR GENERAL TONING TO REDUCE POTENTIAL FOR INJURY.
		COGNITIVE 6.1 APPLICATION	6.1 DESIGN A PHYSICAL FITNESS PROGRAM SPECIFIC TO VB AS WELL AS ATTENDING TO GENERAL FITNESS WITH 90% ACCURACY.
7. COMPETITIVENESS IS ONE FORM OF ACHIEVEMENT RELATED BEHAVIOR.	7.1 THE STUDENTS WILL COMPETE AGAINST THEIR PARTNERS TO SEE WHO CAN BUMP 50 TIMES WITHOUT A MISS.	AFFECTIVE 7.1 VALUING	7.1 90% OF THE STUDENTS WILL VOLUNTARILY STICK TO THE TASK TO ACHIEVE THE GOAL OF 50 CONSECUTIVE BUMPS WHILE COMPETING WITH THEIR PARTNERS.
8. COOPERATION TOWARD A COMMON GOAL HELPS AFFILATION.	8.1 THE STUDENT WILL PLAY A ROUND ROBIN TOURNAMENT WITH THEIR TEAM.	AFFECTIVE 8.1 VALUING (COMMITMENT)	8.1 COOPERATE WITH THEIR TEAMMATES 95% OF THE TIME AND EXPERIENCE SUCCESS THROUGH COMMRADERY WITH OTHERS.

FIGURE 2

ORGANIZING CENTER BALANCE

GLOBAL GOAL: THE STUDENT WILL HAVE A CONCEPTUAL AWARENESS OF BASIC BALANCE PRINCIPLES AND BE ABLE TO APPLY THEM TO MOVEMENT AND DEVELOP THEM FOR FUTURE LIFE ACTIVITIES.

LEARNING OBJECTIVES: STUDENT WILL BE ABLE TO:

1. COMPREHEND THE THREE PRIMARY FACTORS OF CONCERN IN THE STUDY OF BALANCE.
   - A) CENTER OF GRAVITY
   - B) LINE OF GRAVITY
   - C) BASE OF SUPPORT
2. ADJUST BODY MOVEMENT TO CHANGE STABILITY.
3. REGAIN BALANCE WHEN IT HAS BEEN LOST, WITHOUT INJURY.
4. APPRECIATE AESTHETICS IN AN ATHLETE'S PERFORMANCE.

BALANCE UNIT — CONCEPT ORGANIZING CENTER

CONCEPT	ACTIVITIES	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
1. STABILITY IS RELATED TO THE BASE OF SUPPORT: SUBCONCEPT: OPPOSITION OF BODY PARTS IS IMPORTANT IN MAINTAINING BALANCE.	1.1 TEACHER WILL: EXPLAIN CENTER OF GRAVITY IN GEOMETRIC SHAPES AND IN THE BODY.	COGNITIVE 1.1 KNOWLEDGE	1.1 PICK OUT THE CENTER OF GRAVITY ON PICTURES WITH 100% ACCURACY.
	STUDENT WILL:	PSYCHOMOTOR	
	1.2 HOLD A HEAVY OBJECT IN VARIOUS PLANES AND ADJUST THE CENTER OF GRAVITY TO ACQUIRE STABILITY.	1.2 ADAPTING	1.2 GIVEN A WEIGHT HELD AT ARMS LENGTH TO THE SIDE THE STUDENT WILL MAKE APPROPRIATE COMPENSATION ADJUSTMENTS TO MAINTAIN BALANCE 100% OF THE TIME.
	1.3 WALK ON A BALANCE BEAM HOLDING A 3 LB. BAR BELL-OVERHEAD-AT THE SIDE IN FRONT OF THE BODY.	1.3 VARYING ADAPTING	1.3 ADJUST GRAVITATIONAL SHIFTS THAT THREATEN EQUILIBRIUM AND COMPENSATE FOR THEM WITH 85% ACCURACY.
2. THE INTERRELATIONSHIP OF THE CENTER OF GRAVITY AND THE LINE OF GRAVITY TO THE BASE OF SUPPORT DETERMINES THE DEGREE OF STABILITY	2.1 TEACHER WILL DEFINE THE "LINE OF GRAVITY.	COGNITIVE 2.1 KNOWLEDGE	2.1 THE STUDENT WILL BE ABLE TO: WRITE THE DEFINITION OF THE LINE OF GRAVITY WITH 100% ACCURACY.

CONCEPT	ACTIVITIES	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
OF THE BODY.		PSYCHOMOTOR	
	2.2 STUDENT WILL BEGINNER: PERFORM BASIC STATIC POSTURES BOTH FEET ONE FOOT SITTING KNEES DOWN KNEES UP	2.2 ADAPTING	2.2 ADJUST THE LINE OF GRAVITY TO DEMONSTRATE STABILITY FOR 10 SECONDS WHILE PERFORMING EACH TASK.
	2.3 INTERMEDIATE: INVERTED SUPPORTS. TRI POD, TIP-UP HEAD STAND	PSYCHOMOTOR 2.3 VARYING	2.3 ALTER THE SIZE OF THE BASE OF SUPPORT AND DIRECTION OF THE LINE OF GRAVITY TO MAINTAIN BALANCE IN EACH TASK FOR 10 SEC.
	2.4 ADVANCED: TRANSITIONAL POSITIONS LEG SCALE ON FLOOR LEG SCALE ON BEAM	2.4 REFINING	2.4 REFINE THE POSITIONING OF THE LINE OF GRAVITY TO ACCOMMONDAT THE AMOUNT OF SURFACE AVAILABLE FOR READJUSTMENT 65% OF THE TIME ON THE BEAM.
	2.4 DYNAMIC BALANCE RUNNING SLIDING ROLLING BICYCLE RIDING	2.4 PSYCHOMOTOR VARYING	2.4 VARY THE LINE OF GRAVITY TO MAINTAIN MOTION AND STABILITY WHILE PERFORMING THE TASKS AT VARYING SPEEDS 85% OF TIME.
3. GOOD BALANCE IS A THING OF BEAUTY AND A NECESSITY OF LIFE.	3.1 SHOW FILMS ON ATHLETIC PERFORMANCE IN GYMNASTICS, BASKETBALL, SKIING.	COGNITIVE 3.1 KNOWLEDGE	3.1 PICK OUT THE "MOVES" THAT ARE FACILITATED BY BALANCE 95% OF THE TIME.
		3.1 AFFECTIVE VALUING (PREFERENCE FOR A VALUE)	3.1 FEEL AND EXPRESS THEIR FEELINGS OF HARMONY WHEN EXPERIENCING GOOD BALANCE 90% OF THE TIME.

MOTOR LEARNING ORGANIZING CENTER

JUNIOR HIGH

FIGURE 3

GLOBAL GOAL

TO UNDERSTAND AND APPLY THE UNDERLYING CONCEPTS OF MOTOR LEARNING TO THE ATTAINMENT AND IMPROVEMENT OF VARIOUS SKILLS SO THAT THE INDIVIDUAL MAY USE THESE CONCEPTS THROUGHOUT LIFE TO LEARN AND IMPROVE HIS SKILL LEVEL IN WHICHEVER RECREATIONAL ACTIVITIES HE CHOOSES.

LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

1. IDENTIFY FEEDBACK AND ITS VARIOUS PARTS.
2. IDENTIFY VARIOUS FORMS OF PRACTICE.
3. EVALUATE HIS PERFORMANCE BASED ON INTERNAL AND EXTERNAL FEEDBACK.
4. ASSESS THE POSITIVE AND NEGATIVE FACTORS OF VARIOUS TYPES OF PRACTICE ON SKILL ACQUISITION AND DEVELOPMENT.
5. APPLY MOTOR LEARNING CONCEPTS TO THE ACQUISITION AND IMPROVEMENT OF SKILL.
6. DEVISE A PRACTICE SCHEDULE FOR THE LEARNING OF A NOVEL SKILL.
7. APPRECIATE HOW THE USE OF MOTOR LEARNING CONCEPTS ON SKILL DEVELOPMENT AND IMPROVEMENT WILL HELP HIM TO ENJOY A WIDE RANGE OF RECREATIONAL ACTIVITIES THROUGHOUT LIFE.

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
1. FEEDBACK PROVIDES INFORMATION ABOUT THE MOVEMENT AND ABOUT THE EFFECTS OF THE MOVEMENT IN RELATION TO THE MOVEMENT OBJECTIVE.	1.1 LECTURE/DISCUSSION ON DEFINITION OF FEEDBACK AND TWO MAIN PARTS; KNOWLEDGE OF PERFORMANCE AND KNOWLEDGE OF RESULTS.	COGNITIVE 1.1 KNOWLEDGE	THE STUDENT WILL BE ABLE TO: 1.1 STATE THE DEFINITION OF FEEDBACK AND ITS TWO MAIN PARTS, WHEN ASKED BY THE TEACHER, 100% OF THE TIME.
	1.2 INFORMATIONAL HANDOUTS GIVING DEFINITIONS AND EXAMPLES OF VARIOUS FORMS OF FEEDBACK.	1.2 COMPREHENSION	1.2 DIFFERENTIATE BETWEEN KNOWLEDGE OF PERFORMANCE AND KNOWLEDGE OF RESULTS WHEN GIVEN THE WRITTEN DEFINITIONS OF THE TWO, 90% OF THE TIME.
	1.1 BALL TOSS TO A THREE-HOLED TARGET	PSYCHOMOTOR 1.1 VARYING	1.1 ADJUST THE BASIC MOVEMENT PATTERNS REQUIRED BY EACH ACTIVITY, AS OBSERVED BY THE TEACHER, 100% OF THE TIME.
	1.2 STRIKING A BALL WITH A PADDLE TO A TARGET AREA ON THE OPPOSITE SIDE OF A NET.	1.2 PATTERNING	1.2 EXECUTE HIS BASIC MOVEMENT PATTERN TO REFLECT THE FEEDBACK ATTAINED ON EACH TIME AS OBSERVED BY THE

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
	1.3 PERFORM A TUMBLING ROUTINE CONSISTING OF FOUR STUNTS, SELECTED BY SKILL LEVEL AND RECEIVING FEEDBACK FROM A PARTNER AND SELF.	1.3 VARYING	TEACHER, 100% OF THE TIME. 1.3 ALTER HIS MOVEMENT PATTERN BASED ON THE FEEDBACK RECEIVED FROM SELF, PARTNER, OR TEACHER, SO THAT IMPROVEMENT IS MADE FROM TRIAL TO TRIAL, 70% OF THE TIME.
	1.4 PERFORM A ROUTINE OF NEW STUNTS WITHOUT RECEIVING FEEDBACK.	COGNITIVE 1.4 ANALYZING	1.4 COMPARE THE LENGTH OF TIME NEEDED TO LEARN THE TASKS WHEN FEEDBACK IS GIVEN VERSUS NO FEEDBACK 95% OF THE TIME.
2. HOW A LEARNER PRACTICES IS THE KEY TO IMPROVING PERFORMANCE. A. SPEED VS ACCURACY.	2.1 CLASS DIVIDED INTO THREE GROUPS. GROUP A THROWS BALL AS FAST AS POSSIBLE AT A TARTET TEN TIMES. GROUP B THROWS BALL AS ACCURATELY AS POSSIBLE AT A TARGET TEN TIMES. GROUP C THROWS BALL AS ACCURATELY AND AS QUICKLY AS POSSIBLE AT A TARGET TEN TIMES. ALL RESULTS ARE RECORDED AND REPEATED AFTER DISCUSSION.	COGNITIVE ANALYZING	2.1 COMPARE THE RESULTS OF EACH GROUP AND DETERMINE THE SPEED AND ACCURACY OF EACH GROUP.
3. A LEARNING CURVE REPRESENTS A CHANGE IN PERFORMANCE.	3.1 STUDENTS PRACTICE BASKET SHOOTING OVER A PERIOD OF TIME AND RECORD THEIR SUCCESS RATE AFTER EACH SESSION.	COGNITIVE 3.1 APPLICATION	3.1 CALCULATE THEIR LEARNING CURVE WITH 95% ACCURACY.
4. SKILLS IN WHICH PARTS ARE SIMULTANEOUS ARE BEST PRACTICED BY THE WHOLE METHOD.	4.1 STUDENT PRACTICES THE WHOLE SKILL VERSUS THE SUB-ROUTINES AND THE INTEGRATION OF SUB-ROUTINES USING SIMPLE AND COMPLEX SKILLS.	COGNITIVE 4.1 EVALUATION	4.1 JUDGE THE MOST EFFECTIVE PRACTICE METHOD FOR VARIOUS TYPES OF SKILLS WITH 65% ACCURACY.

FIGURE 4

LIFE SAFETY SKILLS

GLOBAL GOAL: THE STUDENTS WILL UNDERSTAND AND APPLY THE UNDERLYING PRINCIPLES OF SURVIVAL AND COPING IN OUR SOCIETY AND BE ABLE TO REALIZE THAT SURVIVAL OR COPING DEPENDS ON MANY FACTORS AND IS SOMETHING WE CAN PREPARE FOR IN ORDER TO ADEQUATELY INTERACT WITH OUR ENVIRONMENT.

LEARNING GOALS: THE STUDENT WILL:

1. UNDERSTAND THAT IT IS DESIRABLE TO TRAIN FOR SURVIVAL SITUATIONS.
2. DEMONSTRATE PROPER LIFTING TECHNIQUES.
3. ANALYZE COUNTER BALANCING FORCES IN THE TRANSPORTING OF HEAVY OBJECTS.
4. EMPLOY PROPER BODY POSITION FOR PULLING LARGE OBJECTS.
5. IN ANALYZING THEIR OWN PERFORMANCE BE ABLE TO OFFER POTENTIAL SOLUTIONS TO OTHERS MOVING OR PROPELLING HEAVY OBJECTS.
6. RECOGNIZE THE DIFFERENT BODY POSITIONS AND VARIOUS HEIGHTS FOR THEIR CENTERS OF GRAVITY IN MOVING LARGE OBJECTS.
7. UNDERSTAND THAT SAFE AND EASY LIFTING ARE DONE WHEN ALL FORCES ARE APPLIED VERTICALLY THROUGH THE BODY.
8. APPRECIATE HIS OWN PHYSICAL FITNESS AND IT'S IMPORTANCE IN HIS OWN SURVIVAL.
9. FEEL MORE COMFORTABLE AND CONFIDENT AS HE IS FACED WITH SURVIVAL SITUATIONS WHICH HE HAS ALREADY PRACTICED.

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
			THE STUDENT WILL BE ABLE TO:
1. OVERALL TRAINING FOR EMERGENCIES IS DESIRABLE.	1. TEACHER: EXPLAIN THAT ONE NEVER KNOWS WHEN YOU WILL HAVE TO COPE WITH UNFORESEEN EMERGENCIES WHICH REQUIRE ONE TO RUN, LIFT, CLIMB, PUSH, PULL, OR CARRY. THE BODY MUST HAVE RESERVE ENDURANCE AND STRENGTH TO MEET THESE EMERGENCIES.		
	STUDENT: BEGINNER- 1. IDENTIFY SEVERAL THINGS OUTSIDE THE SPORT WORLD WHICH REQUIRE STRENGTH TO PERFORM.	COGNITIVE 1.1 KNOWLEDGE COMPREHENSION	1.1 LIST A MINIMUM OF 10 DAILY OR WEEKLY ACTIVITIES THEY PERFORM WHICH REQUIRE STRENGTH.
		PSYCHOMOTOR 1.1 IMITATING PATTERNING	1.1 DEMONSTRATE THE PROPER METHOD OF LIFTING AND CARRYING THE ITEMS LISTED WITH 90% ACCURACY.
2. KNOWING THE RELATIONSHIP OF PHYSICAL FITNESS TO SURVIVAL MAKES ONE APPRECIATE THEIR PHYSICAL FITNESS.	INTERMEDIATE 1. HAVE THE STUDENTS REMOVE A TIRE FROM AN AUTOMOBILE AND THEN HOLD IT UP, LINE IT UP, AND PLACE IN BACK ON THE WHEEL.	PSYCHOMOTOR 2.1 IMITATING	2.1 90% WILL BE ABLE TO REMOVE A TIRE AND REPLACE IT WITHOUT ASSISTANCE.
	2. DISCUSS THE ROLL OF FITNESS IN EMERGENCY SITUATIONS.	AFFECTIVE 2.1 VALUING	2.1 90% OF THE STUDENTS WILL APPRECIATE THE FITNESS LEVEL THEY ARE AT WHICH ENABLES THEM TO CARRY OUT THESE COPING SITUATIONS.
	3. ENGAGE IN PHYSICAL FITNESS ACTIVITIES TO INCREASE STRENGTH, ENDURANCE, AGILITY, FLEXIBILITY.		
3. CARRY A LOAD AS NEAR THE CENTER OF GRAVITY AS POSSIBLE. LEANING THE BODY AWAY FROM THE LOAD COUNTERACTS THE PULL OF THE LOAD.	1. HAVE THE STUDENT CARRY A HEAVILY WEIGHTED SUITCASE IN ONE HAND AND APPRECIABLE DISTANCE.	3.1 ANALYSIS	THE STUDENT WILL BE ABLE TO: 1. ANALYZE AND POINT OUT COUNTER BALANCING FORCES IN 4 OUT OF 5 SITUATIONS.
	2. DISCUSS WHAT COUNTERACTING MOVEMENTS THE BODY	PSYCHOMOTOR 3.1 PATTERNING ADAPTING	2. DEMONSTRATE PROPER WEIGHT DISPLACEMENT WHEN CHALLENGED WITH SAMPLE PROBLEMS

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
	MAKES. 3. HAVE THE STUDENT CARRY TWO SUITCASES WITH HALF THE WEIGHT OF THE ORIGINAL IN EACH HAND. 4. DISCUSS HOW BALANCE IS RETAINED AND WHAT ARE THE COUNTER BALANCING FORCES.		OF CARRYING A LARGE AMOUNT OF WEIGHT IN 4 OUT OF 5 SITUATIONS.
4. APPLY FORCE NEAR THE CENTER OF GRAVITY OF THE OBJECT AND IN THE DESIRED DIRECTION.	STUDENT: BEGINNER- 1. LIST HEAVY OBJECTS AROUND YOUR HOME OR SCHOOL WHICH MUST BE EITHER PULLED OR PUSHED. 2. DIVIDE INTO GROUPS OF 4 WITH AN AUTOMOBILE FOR EACH GROUP. 3. HAVE THEM ATTEMPT TO PUSH THE CAN PLACING THEIR HANDS ON THE HIGHEST POINT POSSIBLE, LOWEST POSITION, MIDDLE (CENTER OF GRAVITY) POSITION. 4. ANALYZE WHICH IS EASIER, WHY?	COGNITIVE 4.1 COMPREHENSION PSYCHOMOTOR 4.1 IMPROVISING 4.1 COGNITIVE ANALYSIS 4.2 ADAPTING 4.3 COMPOSING	THE STUDENT WILL BE ABLE TO: 1. LIST AT LEAST 5 OBJECTS WITHIN THEIR ENVIRONMENT WHICH THEY HAVE DIFFICULTY MOVING. 2. 90% WILL BE ABLE TO DISCOVER THROUGH TRIAL AND ERROR, WHICH IS THE BEST HAND POSITION FOR PUSHING A VEHICLE. 3. 90% WILL BE ABLE TO ADJUST THE LAWN MOWER HANDLE TO THE PROPER HEIGHT AND DEMONSTRATE IT AT THIS ANGLE. 4. 75% WILL BE ABLE TO DESIGN A FORMULA WHICH WILL ALLOW INDIVIDUALS TO KNOW THE BEST ANGLE FOR PUSHING A LAWN MOWER WITH THE LEAST AMOUNT OF EFFORT.
5. PULL THE OBJECT AS CLOSE TO YOU AS POSSIBLE BEFORE LIFTING.	TEACHER: 1. EXPLAIN THAT SAFE AND EASY LIFTING IS DONE WHEN ALL FORCES ARE APPLIED VERTICALLY THROUGH THE BODY. STUDENTS: 1. HAVE THE STUDENTS HOLD A 25 LB WEIGHT NEXT TO THEIR STOMACH, 6 INCHES AWAY, 12 INCHES AWAY. 2. DISCUSS WHICH IS MORE DIFFICULT AND WHERE STRAIN IS FELT.	COGNITIVE 5.1 KNOWLEDGE PSYCHOMOTOR 5.1 ADAPTING ADAPTING COGNITIVE APPLICATION COGNITIVE 5.1 KNOWLEDGE	THE STUDENT WILL BE ABLE TO: 5.1 WHEN ASKED, EXPLAIN ACCURATELY WHY IT'S EASIER TO LIFT AN OBJECT WHEN IT'S CLOSER TO YOUR BODY WITH 90% ACCURACY. 5.1 DEMONSTRATE THE BEST OF 3 OPTIONS FOR LIFTING WITH 90% ACCURACY. 5.2 DEMONSTRATE AND EXPLAIN WHY HE HAS CHOSEN THE PARTICULAR POSITIONING FOR THE GROCERY BAGS WITH 90% ACCURACY. 5.1 LIST AT LEAST 5 SIMILAR ACTIVITIES TO WHICH THIS PRINCIPLE CAN BE APPLIED.

CONCEPT	ACTIVITY	TAXONOMY	TERMINAL BEHAVIORAL OBJECTIVE
	3. PLACE WEIGHTS IN GROCERY BAGS AND HAVE STUDENTS LIFT THEM OFF LOW TABLES FROM THE EDGE, 6 INCHES AWAY, 1 FOOT AWAY, 2 FEET AWAY. WHICH IS EASIER?		
	4. HAVE STUDENTS GO HOME AND ANALYZE THE BEST PLACE TO TRANSPORT GROCERIES IS THEIR FAMILY CAR FOR SAFE LIFTING (BACK SEAT, TRUNK, FRONT SEAT, HATCHBACK).		
	5. ANALYZE WHAT OTHER LIFTING ACTIVITIES ARE DONE AROUND THEIR HOME IN WHICH THIS PRINCIPLE COULD BE APPLIED.		
		AFFECTIVE	THE STUDENT WILL BE ABLE TO:
6. ONE'S ATTITUDE IS RELATED TO THE PERCEIVED ENVIRONMENT IN WHICH ONE EXISTS.	1. STUDENTS WILL PRACTICE LEARNED CONCEPTS OF FORCE AND FRICTION AS IT RELATES TO WALKING ON ICE.	6.1 RESPONDING	6.1 90% OF THE STUDENTS WILL FEEL MORE RELAXED AND CONFIDENT WALKING ON ICE AFTER THIS DRILL.
	2. STUDENTS WILL DO SLIDING DRILLS WITH SOCKS ON GYM FLOOR.		
7. DEVELOPING SELF CONTROL OF PERFORMANCE IS IMPORTANT TO SURVIVAL.	1. STUDENTS WILL CLIMB 5 LADDERS OF VARYING HEIGHTS AT VARYING ANGLES.	7.1 VALUING	7.1 90% OF THE STUDENTS WILL FEEL GOOD ABOUT THEMSELVES FOR SUCCESSFULLY REACHING THE TOP OF ALL 5 LADDERS.
8. COOPERATION TOWARD A COMMON GOAL HELPS AFFILIATION.	1. STUDENTS ARE DIVIDED IN GROUPS OF 4 AND MUST WORK TOGETHER TO PUSH A LARGE FOOTBALL SLED ACROSS THE FIELD (SIMULATING A STALLED CAR).	8. RESPONDING	8.1 95% OF THE STUDENTS WILL COOPERATE AND FEEL GOOD ABOUT THE OTHER PEOPLE IN THEIR GROUP BECAUSE THEY'VE ACCOMPLISHED A GOAL TOGETHER.

FIGURE 5

CATEGORIZATION OF ACTIVITIES BY BASIC STUFF PURPOSES FOR PARTICIPATION

HEALTH	APPEARANCE	ACHIEVEMENT	SOCIAL	AESTHETIC	COPING
EXERCISE PHYSIOLOGY	WT. TRAINING	KINESIOLOGY	TEAM SPORTS	HUMANITIES	PSYCHO-SOCIAL
AEROBICS	SLIMNASTICS	MOTOR LEARNING	SOCIAL DANCE	SYNCHRO. SWIM	TENSION CONTROL
JAZZERCISE	MOTOR DEVELOP.	INDIV. SPORTS		FREE EXER.	ORIENTEERING
ENDURANCE SWIM	YOGA			MOD. DANCE	SKATING
ROPE JUMPING					LIFE SURVIVAL SKILLS
CALESTHENICS					SELF-DEFENSE
NUTRITION					

FIGURE 6

SWIMMING UNIT

HEALTH	APPEARANCE	ACHIEVEMENT	SOCIAL	AESTHETIC	COPING
ENDURANCE SWIM	WEIGHT CONTROL STRENGTH DEVEL.	SKILL DEVEL. COMPETITIVE SWIM	WATER GAMES	SYNCHRO SWIM	SURVIVAL SWIM

DANCE UNIT

JAZZERCISE AEROBIC DANCE	DYNAMIC STATIC BODY HARMONY	SKILL DEVEL.	BALL ROOM FOLK	CHOREOGRAPHY	MOVEMENT INTERPRETATION